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ABSTRACT

This article describes and analyzes a task-based exercise in a college-level English-as-a-Foreign-Language (EFL) class. This exercise required the learners to participate in the exchange of information and the accomplishment of one particular goal--in this case the construction of a Web page in English. Both quantitative and qualitative approaches were used to collect data about the execution and completion of the task, including end-of-project survey results, brief student written responses about the approach, the resulting Web page, and group interview findings. Analysis of all four sets of data were positive. Constructing the Web page helped the students work together while communicating in English. Social interaction was also effectively integrated into the EFL curriculum, offering a context for communicative use of the target language. The students had to make English language skills serve their own purposes as they endeavored to cooperatively construct the Web page. Based on the results, further investigation is recommended into the effects of specific steps involved in Web page construction on the social interaction and language learning in the second language classroom. Appendices include suggested EFL Web sites for students to explore, the Internet project questionnaire, and open questions about Web page construction. (KFT)

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Casting a net on the memorable freshman year: Infusing webpage construction into the Freshman English syllabus

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Abstract

To engage a group of university EFL learners in communicative tasks that require participation in the exchange of information and accomplishment of one particular goal, a Freshman English course has adopted a task-based Internet approach for its instruction (i.e., construction of a class webpage). Both quantitative and qualitative approaches were used to collect information of the implementation results. The data collected for this study included end-of-project survey results, brief written responses to the approach, constructed webpage, and group interview results. An analysis of all four sets of the data revealed positive effects. Constructing webpages together has helped the students to learn to work cooperatively which in turn enhanced the colleagueship and friendship commonly shared by undergraduate students. Through webpage construction, social interaction was integrated into EFL instruction to offer a context for communicative use of the target language. The English language was not a required subject to be learned in the classroom but an environment for mutual understanding. The students had to make the language to serve for their own purposes rather than for textbook purposes. Based on the results, the researcher suggests further investigation into the effects of specific steps involved in webpage construction on the social interaction and language learning in an L2 classroom.

Key words: Freshman English, EFL, Internet Homepage Construction

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Casting a net on the memorable freshman year: Infusing webpage construction into the Freshman English syllabus

The broad application of Internet technology in education results from the research and development efforts began in the1980s. In 1995, in the United States alone, 7 million students and faculty in higher education institutions used the Internet regularly (Green, 1995). It is estimated that by the year 2000, some 2 million school children will be using Internet tools and resources (Dryli & Kinnaman, 1995). Although the largest concentration of Internet use is in the United States, its growth is rapidly spreading to many other countries. This explosion of growth includes the increasing interests in the Internet among second language (L2) teachers around the world, especially teachers of English as a foreign language (EFL) (Warschauer, 1996). Nowadays many EFL teachers see computer technologies as tools that can provide students with opportunities for authentic communication in the target language (Liaw, 1996; 1997; 1998; Liou, 1994).

Not only has the computer technology been applied to language teaching, contemporary ideas on the nature of human learning has also changed the way we learn and teach L2. The once predominant conceptualization of language learning as a simple case of transmission of linguistic knowledge from experts to novice has given way to a radically different paradigm that emphasized the social construction of knowledge (Vygotsky, 1978). With this paradigm shift, the rationale for classroom approaches that encouraged increased interaction among students has garnered new respect, serving to spawn new ideas about peer-mediated communication. Social processes of L2 learning are now recognized as an important element in communicative L2 teaching (Johnson, 1983; 1988; 1991; Kagan, 1986; Long & Porter, 1985).

In spite of the paradigm shift, studies on actual classroom activities have found that L2 classroom interaction consisted of very little meaning negotiation. Communication in an L2 classroom still mainly focuses on transmissions of information, exchanges of opinions and ideas, and teacher-initiated questions. The L2 instruction does not generally prepare students to cope with real-life communication (Gass & Varonis, 1991). Classroom language use is "institutionally asymmetric, non-negotiable, norm-referenced, and teacher-controlled (Kramsch, 1986, p. 369)," and the instruction is hardly conducive to the development of the interpersonal social skills that require interpretation and negotiation of intended meanings.

In homogeneous EFL classroom settings, meaningful communication and authentic target language use among students can be even more elusive due to the strong tendency for students to use their common language (i.e., their L1). EFL teachers thus have to constantly search for innovative means to provide their students with opportunities for realistic and meaningful interaction and English use. In recent years, the use of Internet activities has gained popularity among many EFL educators (Liang, 1996; Liaw, 1998; Stotts-Ali & Liaw, 1996; Warschauer, 1996). Many special classroom activities and collaborative projects based on the use of the World Wide Web have been developed, implemented, and reported (Barron & Ivers, 1996).

An overview of the current Internet application in L2 classrooms reveals that Internet activities can be put into two main categories. They are 1) for the students to utilize online resources and 2) to have the students engage in the Internet publishing. The first category involves having students to participate in some sort of "treasure hunt" in the Internet. The students can look for online news (Costabile-Heming, 1995; Dies, 1995; Paine, 1995; Rosen, 1995a; Scinicariello, 1995), bibliography

of specific topics (Cox, 1995; Halverson & Scales, 1995; Knutson, 1995; Rich & De Los Reyes, 1995; St. John, 1995), or geographical information of a certain country or region (Aida, 1995; Bogard, 1995; Deguchi, 1995; Hanna, 1995; Lexl-Purcell, 1995; Paulsen, 1995; Rosen, 1995b; Weinmann, 1995). The second category is a bit more complex since it requires the design and development of materials to be published in the Internet. The completion of the products can be either directed by the teacher (Chavez, 1995; Godwin-Jones, 1995; Li, 1995; Mak & Mak, 1995) or compiled by the students (Bowers, 1995; Jor, 1995; Kern, 1995; Shetzer, 1995; Vilmi, 1995).

Like teachers in many parts of the world, EFL teachers in Taiwan are incorporating the use of the Internet into their classrooms. For example, Chen's (1997) study involves the use of the Internet as resources. He encourages EFL teachers to utilize online resources, such as the "CobuildDirect Corpus Sampler" webpage to help their students improve writing ability. Besides Internet search, online publishing has also been experimented. For example, Lin (1997) proposes that publishing on the Internet can serve as one of the motivational factors for students in a composition class to complete a particular task assigned. In his project report, he claimed that through such an assignment, students not only learned how to write an article but also enjoyed writing. Publishing on the Internet serves as a motivational factor in a composition class because it gives students a sense of competence through accomplishing a task and sharing their opinions with others. In addition to individual efforts, a group of EFL scholars in Taiwan has even created a website, Planet English (http://www.planetenglish.com/), to provide on-line resources to help those who learn or teach English.

Significance of the study

As described in the literature review, L2 educators around the world, including those in Taiwan, have developed many classroom activities based on the use of the Internet. Nevertheless the amount of substantive classroom research on learning derived from Internet projects is still limited. The vast majority of published work is either descriptive of technology implementation in classrooms or tends to be intuitive analyses of what works and what doesn't work with students (Windschitl, 1998). The focus has been on the innovative use of technology tools rather than on the individual or groups who participated in the approach.

While technological tools can spur pedagogical changes, the utility of such changes has to be measured ultimately by its impact on productive student participation and learning. In other words, we need to understand better the relationship between technology, pedagogy, project-oriented curricula, and student learning (Mergendollar, 1996). The information of how the use of Internet affects the students' social interactive behavior and consequently the language development while using networked computers is much needed (Wei, 1996).

Like many other Internet projects, this study was implemented in hope to foster positive gains of the students, furthermore this researcher would also like to find out how these activities affect EFL students' participation and learning pattern in an Internet-mediated learning environment. It was hoped that the investigation involved in the present study would contribute to the long overdue understanding of the relationship between Internet technology and L2 instruction and learning.

Method

Participants and setting

In Taiwan, students of higher education institutions are required to take English classes for at least one year. At the participating university, approximately 3,000 students are placed into high-, mid- and low-level Freshman English classes through a teacher-constructed placement test given at the beginning of their freshman year. The objective of the Freshman English course is to improve the students' general English language proficiency.

Two intact classes of Freshman English students took part in the study. Both classes of students were identified by the teacher-constructed, multiple-choice placement test as having a mid-low level of English language proficiency. The students were from the different departments of the College of Engineering and College of Management. None of them had prior experience with homepage construction.

Procedures

This yearlong project was designed as an integral part of the Freshman English syllabus. Since the university had a program wide Freshman English curriculum, this course still had to cover all the designated components of reading, writing, language lab, and dramatization. However, the regular writing component was replaced by the Internet activities. Its implementation involved two major phases, which were carried out in two subsequent semesters.

Phase One. Since many of the students were not familiar with the use of Internet and none of them had prior experience constructing a homepage, the main task for Phase One was to familiarize the students with the use of WWW. This phase was carried out in the fall semester of

1997. The students were introduced to the use of Internet browsers and the various kinds of search engines. They were encouraged to navigate the web and search for information about the topics that they were interested in, such as entertainment, sports, and many others. In addition, ten EFL related websites were given to the students to explore (See Appendix I for the website addresses). After visiting all ten sites, the students were to select their favorite EFL websites and introduce their usefulness in assisting them improve their English language proficiency. Some class time was devoted to share and discuss their discovery on the Internet. Each student had to submit a written review of the websites to the instructor.

Phase Two. The second phase was implemented in the spring semester of 1998. The students formed cooperative groups of 4s and 5s to construct webpages together. To make the task less difficult, the Web Wizard of the Microsoftword program was introduced to the students as the starting tool for web construction. The major task was for each cooperative group to complete the construction of its own webpage so that the instructor could link up the pages to form a webpage for the entire class. Class time was allocated for each cooperative group to write introductions to the whole group and each group member. The writing process involved brainstorming for ideas to be written into the pages, drafting, peer editing and revision of the text, submitting the draft to the instructor for comments and suggestions, and finalizing the text. After completing the text, a technical assistant was then invited in to help the students with the construction of the homepages. A computer lab was reserved for technical instruction. The students were encouraged to include photos, pictures, and graphs to enhance the artistic appeal of the page. Finally, the group webpages were submitted to the instructors on computer disks to be linked up and form a joint webpage. On the last day

of classes, each group of the students was given a chance to talk to the instructor/researcher about this experience and how this experience had affected their way of perceiving learning in general and learning English as a foreign language.

Data collection and analysis

As explained earlier, the Internet component was only part of the Freshman English course, therefore the students' overall performance in this course could not correctly reflect the effects of the Internet approach. Special means had to be adopted to zero in on the gains of the students by participating in the webpage construction project. Therefore, both quantitative and qualitative approaches were used to collect information about the effects of webpage construction on the students' learning. The data collected for this study included end-of-project survey results (see Appendix II for survey questions), brief written responses to the project (see Appendix III for the open-ended questions), the constructed webpages (the website is http://mail.thu.edu.tw/~mlliaw), and group interview results.

In the end-of-project questionnaire, there were 10 statements focusing on aspects of possible effects of webpage construction: group interaction (statements 1, 2, and 5), computer skills (statements 3, 6, and 8), English language learning (statements 7 and 9), and self-confidence (statement 4). All ten statements were rated on a 5-point Likert scale, 5 being the highest and 1 being the lowest. The findings of the questionnaire were analyzed quantitatively; mean and standard deviation of the Likert score for each statement on the questionnaire were computed.

The students' written answers toward open-ended questions were read to have a holistic understanding of the students' responses toward the

approach. The most representative responses were identified.

Both the text and artistic design of the webpage were analyzed to reveal the level of effort the students had put into their work. In addition, the content of the text was analyzed to understand the students' intended functions of their webpages.

For the students to directly communicate with the instructor/researcher about their webpage construction experience, informal group interviews were carried out at the end of the project. Each group-interview lasted for 15-20 minutes. Notes were taken right after each group-interview rather than during the interview so that the students would not be self-conscious in expressing themselves. The notes were then read and the students' responses were synthesized.

Findings

The findings of this study include questionnaire results, written responses, webpage production, and interview results.

Questionnaire results

The questionnaire results showed that the effect of webpage construction was positive both socially and affectively. The students felt that by constructing the webpage as cooperative groups, they had the chance to know their group members better (M = 4, SD = 0.8) and had a good time working cooperatively (M = 3.8, SD = 0.8). Being able to finish the webpage has made the students proud of themselves (M = 3.7, SD = 0.8). Nevertheless, they were even prouder as groups that finished the task together (M = 4.0, SD = 0.9). Individually, the student were motivated to write in English (M = 3.6, SD = 0.8), and even developed interest in learning English (M = 3.5, SD = 0.9) because of this experience.

As for acquiring computer skills and the ability to use Internet as a resource, the effects were also positive. The students felt that they have gained some confidence in working with computers (M = 3.4, SD = 0.9) and would keep using the Internet to gain information (M = 4.1, SD = 0.9). They would also keep their homepage up-to-date (M = 3.6, SD = 0.9).

Written responses

What the students liked best about homepage construction. The written responses confirmed the questionnaire result that constructing and finishing the webpage had given the students a sense of accomplishment. Being able to use their creativity to "set up [his/her] own special space in the Internet" has provided the students with a special sense of self-pride. The students found that "others [would] be able to find out about me from the page" exciting and rewarding.

While the product was something that the students took pride in, the process also had an impact on the students. The webpage not only connected them with the enormous Internet world, but also strengthened the bondage among the group members. The joy of knowing group members better and having the chance to spend time together to accomplish a specific task was evident in the students' responses. Some students considered that they had "created memories" together and they could always access to that memory through the webpage. For this reason, they particularly recommended the instructor to keep this approach in the syllabus for future students.

Besides the strong social effects, the students also appreciated the opportunity to learn computer skills and use English at the same time. They felt that learning English through completing the webpage had made the learning meaningful and interesting.

What the students liked least about homepage construction. The greatest complaint from the students was the limited time to complete the webpage. They were also frustrated by their limited computer skills to construct a satisfactory final product. To make up the lack of time to work on the page in class, they even coordinated time and places for out-of-class meetings. To complete the task the students actually cared about if someone had cut classes! They felt upset when someone did not show up for the class or for out of class group meetings.

They also felt a need to improve their English writing ability so they could show off themselves some more and edit the text better. Even though they were proud of their production, most of them admitted that there were still places for improvement, especially the text.

What the students learned most from homepage construction. Almost all of the students answered that acquiring computer skills was the most appreciated learning experience. Even though they spent quite some time to construct their pages, they felt that spending the time was well worth it. They learned that hard work did pay off in learning homepage construction skills.

Webpage production

The product was designed and developed almost entirely by the students themselves. Each group turned in a disk containing all the individual webpages of the group members. With the help of the technical assistance, the individual pages were linked to form a group page; all the group pages were then further linked to create a class page.

It was found that photos, graphics, animations, music, and links to other websites were incorporated into most of the students' pages. For beginners, their production was quite impressive. It was obvious that the students had spent many hours working on the pages.

An analysis of the text revealed several functions of the webpages that might have been expected by the students. The first one was the use of the webpages for self-expression. By taking a look at the titles of the individual pages, one can easily identify that the students were using the webpage to create for themselves spaces in the Internet (e.g., "I-Wen's Secret Garden," "Da-Shing's Planet," etc.). Within the little world they created, they confidently described what they liked and disliked, their family background and childhood memories, and even the good looks (e.g., "handsome" for the male students and "cute" for the female students) and wonderful characteristics (e.g., "kind," "friendly," "optimistic," "generous," etc.) they had. One thing especially worth noting was that even the quietest and shiest students were full of confidence; some of them even described themselves as very "out-going"and "adventurous". This security in expressing themselves seemed to have spread over to their use of the English language.

The affective effect was even more evident in the group pages. As groups, they boasted themselves as superior than any other groups in the same class. They explained how they chose the group names and described the team spirits of the groups. Some groups even created legendary stories to describe the make up of their group members; they uninhibitedly used their imagination in their writing of the introduction to the group.

The second expected function of the webpage was probably to build a bridge to the Internet community. In both group pages and individual pages, the students revealed strong interests in interacting with others. They first described themselves as very likable and friendly and then tried to convince others that it would be a great idea to make friends with them. All of them left their e-mail addresses in their pages and invited visitors to correspond with them. A few of them even left their home and dorm

phone numbers for others to call them. The webpages were for them to communicate, to reach out, and to establish new friendships.

With the interactive intention in mind, the students also have demonstrated an awareness of their audiences. The information they provided usually started with here and now and then either went on to their past or moved ahead to their dreams for the future. The style of the writing was informal and the tone was relaxed. Obviously, they were writing for a larger group of audience that was of their own age, not for the instructor alone.

Group Interview Results

Finally oral interviews were conducted to give students the chance to express their opinions face-to-face with the instructor/researcer about the webpage construction experience and to suggest ways to improve the use of this approach for EFL instruction. During the interviews, most students expressed that they enjoyed the problem-solving aspect of the approach. The clear goal of finishing a webpage gave them a sense of direction and being in charge of the content of their own production gave them a sense of self-control. Nevertheless, some students said that they had experienced initial discomfort of having to make decisions about what to be incorporated into their pages and what to be written about themselves. It took them some time to grow into the frame of mind that there were not blanks to fill in and no one definite answer to give in their English assignment anymore. Frustration occurred because they found themselves spending a lot of time experimenting and making mistakes. When asked how to reduce the discomfort, these students suggested that, for future classes, there could be samples of other classes' webpages for references.

Being able to work both cooperatively and individually gave them the satisfaction of being in supportive and central positions as well.

However, with four to five people majoring in different fields, working out schedules with group members for out-of-class discussions was difficult for almost all groups. Unless all group members put this project as the top most priority, they were not able to find a common time to work together. To work efficiently, the students had to learn how to delegate responsibilities to each member of the group. The students felt that it was a new learning experience for them. They thought the assignment was demanding, not only because of the amount of the work, but also because of the stress of having to work as teams.

The approach has also challenged the students' old views about English language learning. All of their past experience with English had been that of an subject. Working on the webpage transformed their relationship with English from an end-product to be mastered to a springboard to reach out to others. Now they thought English "[could] be fun, too."

The students' comments also revealed the insights they had gained about the process of language learning. They compared the instant sense of accomplishment of webpages construction with the slow advancement in learning the English language. Though their many years of English language learning experience, they had learned that language learning was a slow, and thus sometimes frustrating, process. They felt that the instant positive feedback from constructing webpages had played a nice complimentary role in the entire learning process. When they were writing the information to be posted in their webpages, they had almost forgotten how boring and challenging it had been to write in English.

Discussion & Conclusion

In summary, findings from the end-of-project questionnaire, written responses, webpage production, and group interviews all demonstrated

positive effects of the approach. Constructing webpages together has helped the students to learn to work cooperatively which in turn enhanced the colleagueship and friendship commonly shared by undergraduate students (Holliday, 1994). The effort of integrating social interaction and EFL learning through WWW homepage construction had offered the students a context for L2 learning through which they could interact with others, receive feedback, and modify their own production. Through the approach, the university freshmen had an experience totally different from those they have had in high schools. The English language was not just a required subject to be learned in the classroom. The students had to make the language to serve for their own purposes rather than for textbook purposes. This has also reflected what Lier (1988) claims that for language users, creating and maintaining social relationships are of more vital concern than mere transmission of information.

According to Salomon and Perkins (1998), there are four defining concepts that shape the theoretical perspective's view of learning and development. They are 1) individual learning is embedded in social process, 2) learning is mediated by participation in social process of knowledge construction, 3) social artifacts of "tools" provide the scaffolding for learning and, 4) the collective group itself is a learning system. In other words, from a social constructivist perspective, psychological processes and social structures originate and reside in social interactions, with social groups taking on the identity of learners. In accordance with the social constructivist view, computers are tools especially suited for constituting social arrangements that enable the joint construction of knowledge (Blanton, Moorman, & Trathen, 1998). As what has been demonstrated in the present study, computer technologies, particularly the Internet, did serve as a primary tool to promote social interaction and changed greatly the students' perception about language

learning and language functions. Language learning is embedded in communicative contexts and the language was for them to express themselves, to communicate, to reach out, and to establish relationship with others.

More than often EFL teachers have to find the balance between the affective goals (i.e., students' motivation and willingness to take risks in learning a foreign language) and the content goals (i.e., the language items to be mastered) in their instruction. For this instructor/researcher, publishing students' work on the Internet had provided a pragmatic means to reach both goals. The willingness of the students to express themselves in the target language was rooted in their intention to communicate with others. Furthermore, to make sure that visitors of their webpage could understand their messages, the students learned to be more self-conscious about their own writing. With group work, the students checked for one another the mistakes they made in their writing. On the other hand, they learned that communication did not demand one hundred percent accuracy. They knew that mistakes were unavoidable and they could always modify their work when an error was pointed out. This is probably the reason why they wanted to update their webpages even after grades were all received.

Today more and more classroom teachers are engaged in innovative practices using the Internet as a part of their classroom activities. It appears to be evident that the EFL teachers have good reasons to take advantages of the Internet because not only the social systems of teaching and learning are affected by its use, the linguistic productions of their students can also be shaped accordingly. As we enter an era when computer-based technology and telecommunications affect virtually every aspect of our lives, EFL educators should no longer question whether or not such technologies should be used in the classroom, but ask how such

technologies affect our students' learning. This study has looked into the effect of webpage construction on the students' learning and found positive gains socially, affectively, and linguistically. Nevertheless, many specific questions remain to be answered. To name a few, we still know very little as how specific elements of the Internet activities (e.g., open, self-directed vs. structured, teacher-guided activities) affect the nature and quality of participation; how social processes and interactions in an Internet environment shape our students' language production; what kind of long term effect does webpage construction have on the student's language learning. We need to have more studies that actually examine the interaction occurring during the group discussion sessions of webpage construction. With context-based classroom research using detailed observations, recording, and "thick description," maybe we can better answer the above questions and subsequently take full advantage of the Internet technology.

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Appendix I

Suggested EFL web sites for the students to explore

1. Virtual English Language Center
   http://www.comenius.com/
2. Purdue University Online Writing Lab
   http://owl.english.purdue.edu/
3. CNN Newsroom and Worldview for ESL
   http://lc.byuh.edu/cnn_n/
4. English for Internet (EFI)
   http://www.study.com/
5. Frizzy University Network
   http://thecity.sfsu.edu/~funweb/
6. English as a Second Language Home Page
   http://www.lang.uiuc.ed/r-1i5/esl
7. The Internet Public Library Youth Division
   http://www.ipl.org/youth/
8. ICRT
   http://www.icrt.com.tw/
9. Planet English
   http://www.planetenglish.com/
10. ESL Help Center
    http://www.pacificnet.net/~sperling/wwwboard2/wwwboard.html

Appendix II

Internet Project Questionnaire

5 - strongly agree, 4 - agree, 3 - neutral, 2 - disagree, 1 - strongly disagree

		M	SD
Because of the construction of the webpages,			
1. I have gotten to know my group members better.	1 2 3 4 5	**4.0**	**0.8**
2. I had a good time working with my group members.	1 2 3 4 5	**3.8**	**0.8**
3. I have learned a lot about computers.	1 2 3 4 5	**4.0**	**0.9**
4. I feel proud of my own ability to finish the product (self-introduction page).	1 2 3 4 5	**3.4**	**0.9**
5. I feel proud of our group's ability in finishing the product (group-introduction page).	1 2 3 4 5	**4.0**	0.9
6. I have become confident in working with computers.	1 2 3 4 5	**3.3**	**0.8**
7. I have become motivated to write in English.	1 2 3 4 5	**3.6**	**0.8**
8. I have learned to obtain information from Internet.	1 2 3 4 5	**4.1**	**0.9**
9. I have developed interests in learning English.	1 2 3 4 5	**3.5**	**0.9**
10. I will keep my own homepage up-to-date.	1 2 3 4 5	**3.6**	**0.9**

Appendix III

Open Questions about Webpage Construction

What I like best about homepage construction is...

What I like least about homepage construction is...

What I learned most from this activity is...

I do (not) recommend that homepage construction be an integral part of the Freshman English course because...

大一英文、英語教學、網際網路、網頁製作

廖美玲*

摘要

爲了使修習大一英文課程的學生，可以從學習活動中練習以英語互相溝通，從這些溝通活動中交換訊息，並且共同完成一項任務。本研究於一班大一英文課中，融入了以任務導向的網際網路活動〔亦即班級網頁製作〕。

本研究兼採質與量的方法蒐集與分析此一教學實驗結果。所蒐集資料包括：學期末問卷調查，學生書面反應，學生網頁製作成品，以及學生小組訪談內容。分析結果顯示，以上四項資料皆呈現正面效果。網頁製作促使學生們互相合作，也因此加強了學生間的情誼。經由網頁製作，人際互動被整合於英語教學活動中，也提供機會給學生從互動中使用目標語。在這樣的環境中，英語並不只是一個學科，而是促使人與人互相了解的一要素。英語可以被學生靈活使用，而不再是教科書中的死知識。

根據這些研究發現，本文作者建議進一步研究網頁製作過程與步驟對人際互動以及外語學習間的對應關係。

關鍵字：大一英文、英語教學、網際網路網頁製作

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